Section I: The Organizational Profile

P.1 Organizational Description
Gordon Cooper Technology Center (GCTC) is a career and technical school that believes individual achievement leads to community success. GCTC is one of 29 Career and Technical education schools within Oklahoma’s globally recognized CareerTech System.

GCTC serves 29 school districts in an area in East Central Oklahoma covering approximately 1,800 square miles and serving the following school districts: Asher, Bethel, Boley, Bowlegs, Butner, Chandler, Dale, Earlsboro, Grove, Justice, McLoud, Macomb, Maud, Meeker, New Lima, North Rock Creek, Pleasant Grove, Pleasant Grove Shawnee, Paden, Prague, Seminole, Shawnee, South Rock Creek, Strother, Tecumseh, Varnum, Wellston, Wewoka, and White Rock. Established in 1970, GCTC has gained a reputation for excellence in building a skilled workforce in the region. GCTC’s large diversified district includes suburban areas as well as an extensive rural area.

GCTC believes student success in all academic areas can be enhanced by applied, hands-on learning opportunities. Ten out of 33 (30%) full-time instructors are Nationally Board Certified. Other instructors are State Certified in their occupational field. The school offers integrated math credits in many programs and has embarked on a mission to improve literacy and numeracy through a Technology Centers That Work program that focuses on applied learning techniques based on national research.

P.1a Organizational Environment

P.1a(1) Main Educational Programs
GCTC’s mission is to provide Training, Services, and Economic Development in our geographic region. The statewide mission for Oklahoma CareerTech states, “We prepare Oklahomans to succeed in the workplace, in education, and in life.” To achieve the mission of preparing Oklahomans to succeed, the school serves both secondary students (primarily juniors and seniors in high school) and post-secondary students. The school has the capacity to serve 1028 students in 22 full-time programs that offer 68 career majors. Each career major includes a prescribed number of courses with competency testing for successful completion of the program. Career major courses include classroom instruction, hands-on lab instruction, and on-the-job training that prepares students for success in the workplace. Training in career majors is supplemented with special services like assessment, the educational enhancement center, financial aid assistance, guidance and counseling, and workplace learning opportunities through on-the-job training.

GCTC also offers an average of 301 short-term adult classes annually with an average of 2,336 adult student enrollments in a variety of non-career major courses. These courses typically offer classroom instruction and some lab time. GCTC also provides an average of 901 customized training classes annually to local industries to help them meet their specific workforce needs, as well as assisting the region to meet ever-changing workforce development needs. In addition to classroom instruction, GCTC offers business development programs and employs a Business Development Coordinator, an Oklahoma Bid Assistance Network Coordinator, an Agriculture Business Management Coordinator, a Management Development Coordinator, and a Manufacturing Extension Agent to work individually with businesses to provide personalized training and consulting solutions.

Gordon Cooper Technology Center Profile

P.1a(2) Organizational Culture
GCTC is a learning institution focused on student excellence. In the past school year, GCTC had seven student National Champions in their individual skill fields. GCTC values the applied learning and extensive experience of our instructors—they are subject matter experts in their respective career and technical fields. Most instructors have five or more years of work experience of industry professionals.

Figure OP.1

P.1a(3) Organizational Profile
GCTC is a learning institution focused on student excellence. In the past school year, GCTC had seven student National Champions in their individual skill fields. GCTC values the applied learning and extensive experience of our instructors—they are subject matter experts in their respective career and technical fields. Most instructors have five or more years of work experience of industry professionals.

Application Section I
experience in fields outside of the education profession. GCTC boasts a proficient instructional staff that has varied backgrounds and approaches to helping students succeed.

Many GCTC students will work and live in the area in which they attend school. GCTC has historically had a strong commitment to the local communities it serves and their economic success. We feel strongly that preparing students to succeed in the workforce and in life is a sure way to improve the economic development of the communities we serve.

<table>
<thead>
<tr>
<th>Motto</th>
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<tr>
<td>Excellence in All We Do!</td>
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<table>
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<th>Mission</th>
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<td>Training, Services, and Economic Development</td>
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<tr>
<th>Vision Statement</th>
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<tr>
<td>To be the premier provider of training and services; leading to empowered citizens, thriving families, vibrant communities, and economic prosperity.</td>
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P.1a(3) Workforce Profile
GCTC has approximately 107 full-time staff positions and another 40 to 70 contract employees. Categories of employees include certified administration, certified teachers, non-certified adult programs personnel, and support employees. In addition to full-time staff, the school also uses contracted personnel working through third party vendors to provide services, or through short-term contracts for specific periods of time and instruction.

In addition to salary, full-time GCTC employees also receive health insurance, contributions to the Oklahoma Teacher Retirement System, a life insurance policy, and other fringe benefits. Contracted personnel receive hourly compensation according to their contract, but no additional benefits.

Certified administrators and certified teachers are licensed through the Oklahoma Department of Career and Technology Education (ODCTE) and the Oklahoma State Department of Education (OSDE).

Non-certified adult program personnel generally do not require certification through ODCTE or OSDE, but often must meet requirements from other entities within their field of instruction like the Federal Aviation Administration, OK Board of Nursing, OK Department of Health, National Registry of Emergency Medical Technicians, etc.

Among GCTC staff, 22% hold Masters degrees, 23% have Bachelor degrees, 14% have Associate degrees, and 37% have high school diplomas or GED. 83% identify themselves as Caucasian, 10% identify themselves as American Indian, 5% identify themselves as African American, and 2% identify themselves as Hispanic.

P.1a(4) Facilities, Technologies, & Equipment
GCTC has three campuses: the main campus located at the corner of Highway 18 and Interstate 40 in Shawnee, the John Bruton Aviation Campus located on the northeast corner of the Shawnee Regional Airport, and a Seminole County campus in Seminole, Oklahoma. The main campus includes approximately 250,000 square feet of instructional space, the aviation campus has 42,000 square feet devoted to training programs in the field of aviation, and the Seminole County Campus has 30,000 square feet. To help meet the state mission of preparing Oklahomans for the workforce, GCTC uses 9.8 million dollars worth of industry, technical, and other educational equipment to provide students with a realistic training environment.

Campuses include nearly 600 networked computers for student and staff use. The school also features specialized equipment like computer numeric controlled (CNC) lathes and mills, computer measuring instruments, paint booths, automotive and diesel engine diagnostic equipment, Cisco networking equipment, training mannequins for practical nursing and emergency medical training, three-dimensional printer, and other specialized industry and training equipment.

P.1a(5) Regulatory Environment
GCTC is part of the Oklahoma CareerTech system, which includes 29 area technical schools in the state. The Oklahoma Board of Career and Technology Education is the statewide governing body for the school. The governor appoints and the State Senate confirms members of the Oklahoma Board of Career and Technology Education. The nine-member board is comprised of the State Superintendent of Public Instruction who serves as the chairperson of the board, two members of the Oklahoma State Board of Education, and a representative of each congressional district plus one member. The State Director of Career and Technology Education also serves as an ex-officio, non-voting member and
executive officer of the board. The Oklahoma Board of Career and Technology Education supervises the Oklahoma Department of Career and Technology Education (ODCTE) and supervises technology center schools, including GCTC. Oklahoma Board of Career and Technology Education also adopts and approves curricula, courses of study, and other instructional aids necessary for the adequate instruction of students.

GCTC is governed locally by a Board of Education comprised of five members representing different geographical locations of its district. School Board members must reside in one of the five areas and are elected by a district-wide vote. Members serve five-year terms which are staggered so at least one seat is up for election each year. The local Board is responsible for all aspects of the school including the establishment of policy, hiring of a Superintendent, approval of estimate of needs, approval of all expenditures, and other fiduciary duties. Funding sources for Gordon Cooper Technology Center are comprised of approximately 65% local ad valorem funds and tutions, 28% state funding, and 7% federal funding.

P.1b(1) Governance
A five-member elected Board of Education governs GCTC by approving policy, procedures, strategic direction, and administrative regulations for the school. The Board also hires a superintendent, currently Marty Lewis, to administer the daily operations of the school. The school has two educational departments and utilizes four support departments to deliver educational products. The Assistant Superintendent of Instruction, Mike Matlock, directs the Student Services Department, which delivers Full-Time Career Majors and Special Services. The Assistant Superintendent of Business and Industry Services, Bob Perry, directs the Business and Industry department, which delivers Adult Classes, Customized Training, and Business Development Programs. Other departments include Administration, Finance, Information Technology Services, and Operations. (See Figure OP1) State law, district policy approved by the Board of Education, administrative regulations, and a negotiated agreement with the certified teaching staff dictate operations of the school.

P.1b(2) Key Stakeholder Segments
Instructional delivery is divided between full-time career major programs and Business & Industry programs. Full-time programs generally involve a commitment by the student for 1,050 hours or more of classroom and lab time in a career major. Students for full-time programs come from the 22 partner high schools and from post secondary students living within the school district. High school students within the district attend tuition free, while post secondary students pay tuition to attend. High school students living outside the district may be able to attend by reciprocal agreement with another technology center or by paying tuition. Out-of-district post secondary students may attend, if space is available, by paying an out-of-district tuition rate.

Business & Industry programs include short-term open enrollment courses, customized training courses, and individualized consultations. Short-term open enrollment courses are available to individuals who are looking to improve job skills, make a career change, or to improve themselves. The courses are advertised in a brochure mailed out three times a year and through the school’s web site. Customized training is available to businesses and other employers who need to train their existing workforce. Unlike open enrollment courses which are designed to meet individual interests and needs, customized training is primarily designed to help organizations reach goals. In addition to open enrollment courses and customized training, the school also provides individualized instruction and consulting services for those needing assistance in starting a new business or growing an existing business.

Besides students, other stakeholder groups include employees, partner schools, business & industry, community members, parents, and ODCTE.

P.1b(3) Partners and Collaborators
GCTC relies on a variety of partners to prepare Oklahomans for success in the workplace. The 22 high schools and the 29 total school districts within the GCTC district are referred to as partner schools. GCTC provides comprehensive instruction using the most up-to-date industry equipment that might otherwise be too expensive for any one school to purchase. GCTC is an extension of these partner school campuses--our staff works closely with partner schools’ staff to insure the best learning environment to meet the
educational, occupational, and academic needs of the student.

The school also collaborates closely with business and industry in the district through advisory committees. GCTC career programs are evaluated on their ability to place students in well-paying jobs. The school relies on these businesses to hire students; conversely, the businesses also depend on GCTC to provide them with a trained and ready workforce.

P.1b(4) Key Partnering Relationships
GCTC uses advisory committees to gather input about types of programs to offer, design of programs, equipment needs, and delivery methods. Advisory committees use representatives from business and industry, the community, and partner schools to help better meet the workforce needs.

P.2 Organizational Challenges
GCTC operates in an ever-changing economy and environment to help meet the evolving challenges of the modern workplace for our students and business clients. The school constantly assesses its strengths, opportunities, and challenges to improve performance and better meet customer needs. Funding sources, changing market needs, competitive environment, and building our capacity to instruct in new technologies are some of the challenges that are continually monitored.

P.2a Competitive Environment
GCTC is a publicly funded institution with many partners and collaborators. The school, however, also has competitors for market share and must constantly evaluate its competitive position, strengths, challenges, and opportunities within this competitive environment. Our competition in each market segment includes:

High School Students
- Other elective courses
- Early college placement courses
- Dropouts
- Sports and extracurricular activities

Adult Students
- Higher education (2-year institutions)
- Private Training Schools
- On-the-job training

Business & Industry Clients
- Higher education
- Other Technology Centers
- Private Training Organizations or Consultants

P.2a(1) Competitive Position
GCTC maintains a competitive position in price, flexibility, and location in technical training. The school serves approximately 1,800 square miles with approximately 100,000 residents. Potential competitors include private vocational schools, private trainers, and colleges. GCTC typically has better pricing and access to curriculum than private vocational schools and trainers and has a pricing advantage and flexibility in delivering programs compared to colleges.

P.2a(2) Competitive advantages
GCTC is located close to major employers in the area. With Seminole State College as a partner institute, students benefit from hands-on training and can receive college credit. The always changing demands of the workforce and the consistent need for more technically skilled workers is a tremendous opportunity for growth for the school.

P.2a(3) Sources of data
GCTC evaluates programs on enrollment based on capacity, placement, and retention of students. Comparative data with other technology centers and state averages are readily available. Comparing data with private vocational schools is difficult since those schools are privately owned and most of their data comes from marketing materials, which cannot be validated. Comparing performance with colleges presents different challenges since those institutions generally do not track job placement. Comparing total enrollments as a percent of the market is the only common number both types of schools use.

P.2b Strategic Context
With an increasing need for technically-skilled workers, GCTC is well positioned to serve both incumbent workers and job-seeking individuals to help them achieve career success. GCTC has a governance system that allows flexibility in meeting shifting market demands. Potential challenges would include the changing academic standards for graduation from high school, which could possibly exclude some students from taking career tech courses as electives. GCTC has excellent prospects for sustainability since it operates with an elected Board and is funded primarily through local property taxes. The economic growth of the district’s private sector will have a positive impact on GCTC’s growth and sustainability.
**P.2c Performance Improvement Systems**

GCTC measures enrollment, retention, student placement, number of businesses served, and number of communities served. The school also regularly surveys students, businesses, and communities about program satisfaction, suggestions for improvement, and consistency in meeting student-learning expectations. Input is used to regularly update and improve the school’s strategic priorities to meet local market demand.

**Where is the organization on its journey toward Performance Excellence?**

GCTC’s quality journey is in the early maturity stage. The school participated in customer service training from Ritz-Carlton in 2006 and began discovering a need to be more customer focused. A team attended two National Baldrige “Quest for Excellence” conferences and began incorporating the Performance Excellence Framework into the school’s management philosophy and practices. In the fall of 2009, the school decided to apply for the Oklahoma Quality Award for the first time. A small group worked to analyze current management practices and procedures to identify elements corresponding to the criteria.
Section II: Responding to the Criteria for Performance Excellence

Category 1 - Leadership

1.1 Senior Leadership: How do your senior leaders lead? Describe how Senior Leaders’ actions guide and sustain your organization.

A five-person elected board representing geographical areas of the school’s district drive strategic direction and policy. The board of education hires the superintendent, Marty Lewis, to manage the daily operations of GCTC and implement the board’s policies. The superintendent has an executive team of senior leaders that serve as departmental supervisors. A school-wide leadership team is used to solicit perspectives from the various parts of the campus to improve decision-making. The executive team focuses on the day-to-day operations of the school, while the leadership team focuses on the strategic directions. The leadership team periodically reviews the school’s strategic plan, reviews minutes from internal committee meetings dealing with specific campus issues, reviews recommendations from advisory committees, reviews survey data, and sets annual targets to support the school’s vision and mission. The annual targets are specific performance measures aligning with three broad categories of the school’s strategic plan. These targets represent specific actions needed to accomplish the vision and Oklahoma Department of Career and Technology Education’s (ODCTE) mission of the school to “prepare Oklahomans to succeed in the workplace, in education, and in life.”

GCTC’s sustainability comes from a board structure designed to solicit input from the communities served and provide strategic direction for the school. The board is comprised of five individuals residing in specific geographic areas in the district, but are elected by the entire voting population of the district. Each board seat is staggered so that one seat is up for election each year. The district’s board seats are realigned according to population information received during the census. In addition to the board structure, the school has District Policy and Administrative Regulations that are reviewed periodically and approved by the board of education. The school also uses a Comprehensive Local Educational Plan, updated annually, looking five years into the future, and filed with the Oklahoma State Department of Education.

Describe how Senior Leaders communicate with your workforce and encourage high performance.

Senior leaders communicate organizational performance in variety of ways. The leadership team which reviews the strategic plan and establish district targets for the upcoming year includes staff from all departments serving as a pipeline for sharing the information to the work groups. The leadership team helps set Strategic Objectives and Targets distributed to all staff, since all employees have a role in successfully achieving these targets.

Strategic Objectives and Targets are the main tool used by senior leaders to communicate key decisions and direction. These targets use input from the leadership team representing various viewpoints and distributed to all employees. Departmental leaders also work with their staffs to set work group targets. The board of education provides incentives to all district employees for achieving district targets, which encourages all departments to work as a team. Groups are also rewarded for achieving work group targets. In addition to incentives for achieving school and work group targets, the district has an awards dinner at the end of the year to recognize the Certified Teacher of the Year, Non Certified Teacher of the Year, the Adult Program Person of the Year, and the Support Staff Person of the Year. The school also provides recognition for years of service.

GCTC’s evaluation system ensures all employees get feedback and an opportunity to discuss their individual performance annually. Instructors are evaluated at least twice a year by classroom visits and programs are reviewed annually based on enrollment, retention, budget, and job placement. Support employees are given feedback on job performance throughout the year with a formal, annual evaluation based on the employee’s job description. Annual professional staff evaluations give an opportunity to update job descriptions and duties as needed. For the 2010-2011 school year, each employee will be developing an individual performance plan to supplement the work group targets and the school’s district targets.
1.2 Governance and Societal Responsibilities: How do you govern and fulfill your societal responsibilities?

Describe your organization’s governance system and approach to leadership improvement.

As a public educational institution, GCTC is subject to a wide variety of federal, state, and local laws. GCTC is governed by two main guidelines: District Policy and Administrative Regulations Manual, and Student Handbooks. (Career Majors like Practical Nursing and Paramedic have program specific handbooks in addition to the GCTC Student Handbook.) District Policy and Administrative Regulations and the Student Handbook are approved by the board of education to guide daily operation. Senior leadership insures these policies are consistent with federal and state statutes and are followed by staff and students. The board of education holds the superintendent responsible for the legal and ethical operation of the school as well as following District Policy. Likewise, the superintendent requires administrators and staff to work within the guidelines approved by the board of education.

Senior leaders adhere to the Technology Center Code of Ethics outlined in District Policy. The board evaluates the superintendent on established criteria, including adherence to policy. The superintendent evaluates senior leaders to help ensure they are abiding by District Policy and improving as organizational leaders. Continual professional development is required by all staff and the district’s supports training and development by sending staff to workshops, professional conferences, and other development activities.

Describe how your organization assures legal and ethical behavior, fulfills its societal responsibilities, and supports its key communities.

The board of education, superintendent, administrators, and staff members protect stakeholder interest by adhering to policy, conducting themselves in a professional and ethical manner, and responding to questions or concerns from students, parents, or the community. The school attempts to resolve matters at the lowest level possible; however, policy is in place for constituents to voice concerns with administration, the superintendent, and the board of education, if necessary. At all board of education meetings, organizations, groups, or individuals may request to speak to the board of education during the public hearing segment of the meeting.

Senior leadership monitors fiscal responsibility and accountability on a daily basis. District Policy sets forth internal auditing controls and delineation of duties to insure district assets are managed responsibly. GCTC uses the Oklahoma Cost Accounting System (OCAS) to record transactions and provide summary reports to senior leadership and the board of education. An external audit is conducted on an annual basis. The board of education selects an auditing firm from the list approved by the State Board of Education. The District investment policy is designed to ensure prudent management of public funds through the Oklahoma Liquid Assist Pool, to ensure the availability of funds when needed, and reasonable investment returns. District financial reports are submitted to the board of education for review and approval each month.

GCTC uses several accrediting and licensing entities including: North Central Association of Colleges and Schools, Oklahoma State Department of Education, Oklahoma Department of Career and Technology Education, Oklahoma State Board of Nursing, Oklahoma State Department of Health, Federal Aviation Administration, Automotive Service Excellence, Associated General Contractors of America, United States Department of Education, Occupational Safety and Health Agency, and the United States Department of Labor.

GCTC supports key communities within the district by striving, “To be the premier provider of training and services; leading to empowered citizens, thriving families, vibrant communities, and economic prosperity.” The school believes in supporting communities by preparing students to succeed in the workforce and in life and building communities by building the individuals’ ability to succeed. The school’s strategic plan, which drives daily actions and decisions, includes three broad categories, External Excellence, Good Stewardship, and Internal Excellence.
Category 2 – Strategic Planning

2.1 Strategy Development: How do you develop your strategy?
Describe how your organization establishes its strategy to address its strategic challenges and leverage its strategic advantages.

Strategy at GCTC begins with collecting inputs from customers and other stakeholders including, but not limited to: Businesses, Communities, Staff, Students, Customers, Advisory Committees, and Internal Committees. Other inputs include: State laws and regulations, Board Policy, Peer Inputs, Performance Data, and Strategic Planning.

Customer and regulatory inputs are compiled and summarized by the executive team to be used by the school’s leadership team to set strategic objectives. See Figure 2.1 Minutes are collected from the leadership team meetings and given to the executive team to set Strategic Objectives and District Targets for the upcoming year. The Strategic Objectives and District Targets are approved by the Board of Education before being distributed to all staff members and made available to interested stakeholders. Progress on meeting the targets are measured quarterly and evaluated annually. Organizational results for the current year are then used as the Performance Data for the adjusting and setting of targets for the next year.

Figure 2.1a
Summarize your organization’s key strategic objectives and their related goals.

GCTC develops its strategic objectives through periodic long-range planning sessions and strategic objectives are modified when needed to meet evolving challenges. Currently GCTC has three areas of strategic emphasis shown in Figure 2.1b:

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVES AND 2009-2010 TARGETS</th>
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</thead>
<tbody>
<tr>
<td>1. External Excellence – Positively impacting those we serve.</td>
</tr>
<tr>
<td>2. Good Stewardship – Performing efficient, ethical, and fiscally responsible management of resources.</td>
</tr>
<tr>
<td>3. Internal Excellence – Enhance the expertise and effectiveness of all employees.</td>
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</table>

GCTC sets specific measurable targets each year related to each goal. Current targets include:

- Achieve a final FY2010 student enrollment FTE of 1250.
- Make at least 450 Business and Industry Partner Contacts.
- Achieve a secondary student service rate of 20%.
- Average Wage of FY09 GCTC graduate meets or exceeds $12.60 per hour.
- Positive Placement rate of FY09 Gordon Cooper Technology Center graduates meets or exceeds 90%.
- Achieve a graduate licensure and/or certification pass rate of 90%.
- Provide facilities/services to 25,000 community members or other stakeholders.
- Achieve a 3.9 rating or higher on external customer satisfaction survey.
- Maintain 85% of Full-Time programs at 85% of capacity.
- Percentage of the total general fund budget spent on direct classroom support meets or exceeds 62%.
- Decrease per square foot utility consumption (Electric and Natural Gas) by 1% over FY09.
- Total Business and Industry Services enrollment of 14,000 or more.
- 100% of staff meets individual professional development goals.
- Conduct 2 or more “personal wellness initiatives” for the staff.
- 70% of staff actively involved in district committees.
- 90% of staff participates in internal customer satisfaction survey.

Figure 2.1b
2.2 Strategy Deployment: How do you deploy your strategy?

Describe how your organization converts its strategic objectives into action plans.

GCTC is a service-based enterprise focused on making a difference in people’s lives through effective training and services, leading to economic success. Employees in this educational environment must be engaged in student success, which will lead to organizational success. It is critical for employees to understand their role within the organization. The GCTC organizational chart is focused on the board supporting administrative functions, that support educational products impacting customers with all employees supporting the task of servicing students, and business & industry.

District targets (see Figure 2.1b) also provide a driving force of motivation by challenging staff to meet specific measures of success. In addition to the Strategic Objectives and Targets, the school is guided in meeting the strategic objectives by the GCTC District Policy and Administrative Regulations, the board approval process, and applicable federal, state, and local laws relating to educational entities.

Summarize your organization’s action plans, how they are deployed, and key action plan performance measures or indicators.

Action plans are deployed by setting specific and measurable targets in the three strategic categories. A specific listing of the district targets are found in Figure 2.1b. Each department sets work group targets that are approved by the superintendent and board of education.

Project your organization’s future performance relative to key comparisons on these performance measures or indicators.

District targets are intended to be specific, measurable, attainable, and challenging. Each department uses the same criteria to set 10 targets for its work group.
Category 3 – Customer Focus

3.1 Customer Engagement: How do you engage students and stakeholders to serve their needs and build relationships?

Describe how your organization determines educational programs, offerings, and services to support their use by students and stakeholders.

GCTC offers Full-time Career Majors, Short-term Courses, Customized Training, and Business Development programs. Each educational product category has a method of determining program offerings.

Full-time Career Majors are available to sophomore, juniors, and seniors in high school as well as post secondary adult students. Input from partner schools, employment outlooks, and available resources are the main criteria for determining program needs. Each of the 22 programs and 68 career major programs are evaluated annually for enrollment, retention, job placement, wage rates of completers, and cost of program. Educational programs that do not meet enrollment, retention, or placement standards are reviewed by an add, delete, or modify decision-making criteria to help ensure the most beneficial programs to students are offered.

Short-term courses are offered to any person over age 16 living in the GCTC school districts. The criteria for offering these courses include: student interest, a qualified instructor, and available room and equipment. If these three criteria can be met, the course will be offered. Since short-term programs require much less investment in time, courses are offered, but only conducted if a minimum number of students enroll. Courses with insufficient enrollment will not be conducted that term and if the course has inadequate enrollment for several terms it will not be offered.

Customized training is designed to help business, industry, and employers elevate the productivity of existing workers. Coordinators identify potential clients, make initial contacts, conduct needs assessment, identify outcomes, design training, and evaluate results. Coordinators work with clients to adjust future training to better meet desired outcomes of training.

Business development programs rely on coordinators making contacts with potential business clients and entrepreneurs wanting to start or expand their business. Coordinators also network with service providers like bankers, accountants, and other technical experts to design the best business solution for the client.

Describe also how your organization builds a student-and stakeholder-focused culture.

Since GCTC provides an optional or elective educational product to traditional school, it is necessary to maintain a strong student focus. Program offerings are influenced most by the board of education based on the local needs. Programs that do not maintain satisfactory enrollment will be closed and replaced with programs that better meet the market need. All programs survey existing students to get feedback on how effectively programs are meeting the students’ needs. Other stakeholders like employers, business, partner schools, organizations using the school’s facilities, and other community groups are also surveyed. School employees also take an active role in many civic and community groups to get feedback about future educational needs.

Short-term adult classes at GCTC rely on properly assessing student interest to generate enough enrollment to justify conducting the course. Short-term adult classes strive to balance innovative new offerings with existing success by maintaining a cancelation rate of 15% of less.
3.2 Voice of the Customer: How do you obtain and use information from your students and stakeholders?

Describe how your organization listens to your students and stakeholders and acquires satisfaction and dissatisfaction information.

GCTC surveys many stakeholder groups including students to make adjustments to curriculum, programs, and facilities. Surveys are tabulated on a five-point scale across the campus and used as a measure of customer satisfaction. The comments portion of a survey is used to glean ideas for new programs or improvements for existing programs at the departmental level. Input from front-line enrollment employees, who have daily conversations with students and stakeholders, is also valued to help identify enrollment trends and to identify opportunities for improvement in the enrollment, instruction, curriculum, or facilities aspects of the campus.

Describe also how student and stakeholder information is used to improve your market success.

Information from students and stakeholders is collected through formal methods like surveys and by informal methods like personal contacts with community stakeholders. Information from course evaluations and front-line staff interactions are first analyzed at the departmental level to implement tactical improvements that can quickly meet the customer needs. For example, feedback from a course that has just completed might indicate that the length was either too short or too long. Staff will look at the student feedback, compare it to instructor feedback, and look at regulatory requirements to make a decision of modifying the course for the next term.

Information collected through GCTC’s more formal methods like customer surveys, staff surveys, and industry visits are compiled and shared with the leadership team in the planning process to allocate resources and assign staff to implement continuous improvement to products and services.
Category 4 - Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance: How do you measure, analyze, and the improve organizational performance?

Describe how your organization measures, analyzes, reviews, and improves student and operational performance through the use of data and information at all levels and in all parts of your organization.

GCTC collects data in a variety of areas to measure, analyze, and improve performance. Data collection occurs in three broad areas: Full-time career majors, Short-term classes, and School administration.

**Full-time career major programs** collects data about student’s economic status, educational attainment, ethnicity, and location during the enrollment process and also collects data through follow up reports when a student completes a career major about job placement, wage rate, and/or continuing education status.

**Short-term adult classes** collect data about zip code, age, gender, ethnicity, and marketing media when a student enrolls. Since most short-term classes are not for credit, the school collects student evaluation forms after classes are completed to ensure student expectations are met. The school does collect data on short-term training programs requiring a test for licensure or certification after the completion of training.

**School administration** collects data about average cost per student in full-time programs, average cost per enrollment in short-term classes, and utility costs. The school also collects data on expenditures in: Classroom Activity and Instructional Support, Guidance & Counseling, General Administration, General Support, Student Transportation, Operation of Plant, and Other Services.

The district targets Figure 2.1b are set at the beginning of the year and compared to actual performance in Figure 7.6a.

Other measurements of student performance include: student’s success on Career Tech competency exams, industry certifications, Work Keys job readiness assessments, and End of Instruction Exams from the State Department of Education.
4.2 Management of Information, Knowledge, and Information Technology: How do you manage your information, organizational knowledge, and information technology?

Describe how your organization ensures the quality and availability of needed data, information, software, and hardware for your workforce, students and stakeholders, suppliers, partners, and collaborators.

Data at GCTC usually begins as source documents from enrollment forms, surveys, and other electronic or paper instruments. The data from the source documents is entered into various database systems to provide summary reports and usable information for evaluation and planning. Entered data is reviewed by administration and is subject to audit by several outside entities including the Oklahoma Department of Career and Technology Education (ODCTE) and the Oklahoma Department of Education (ODE). Database systems used to manage the school’s data includes PowerSchool for the Full-time career major programs, Augusoft for Short-term classes, and Ardmore Data Processing Company (ADPC) for financial operations. Data from the PowerSchool database and the Augusoft database is sent to ODCTE, which generates a state report that is used locally to make program decisions and also is used to compare GCTC to other technology centers across the state. Financial data from the ADPC database is reviewed monthly by the board of education and audited annually by an independent accounting firm. Financial reports are also sent to ODCTE and ODE for comparison to other like institutions.

Describe how your organization builds and manages its knowledge assets.

Many individuals collect data across the campus including instructors, enrollment staff, and administration, but a smaller group received training on entering data and sending it to ODCTE. Past summary reports are maintained and the school uses these reports to compare performance to other institutions and to past years.

GCTC’s network data is backed up regularly and once a month, all financial, staff, and student data are stored off site at the Aviation Campus. GCTC employs an Information Technology Director and a computer technician focus on improving redundancy and stability of the network. The two major student accounting software packages, PowerSchool and Augusoft, are web based products with back systems built into the design.
Category 5 - Workforce Focus

5.1 Workforce Engagement: How do you engage your workforce to achieve organizational and personal success?

Describe how your organization engages, compensates, and rewards your workforce to achieve high performance.

Specific and measurable targets are established to move the organization toward strategic objectives with a one-page document listing the targets given to all employees. Each department (Administration, Student Services, Operations, Finance, Business and Industry Services, and Information Technology) sets work group targets based on the school-wide district targets. The school’s organizational structure is focused on delivering educational services to students and businesses.

The school provides incentive pay to all staff based on achieving school-wide district targets, work group targets, and performance measures in individual programs.

Instructors

<table>
<thead>
<tr>
<th>DISTRICT TARGETS</th>
<th>PROGRAM INCENTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16 District Targets Met</td>
<td>$500.00 (Instructors have specific program)</td>
</tr>
<tr>
<td>11-13 District Targets Met</td>
<td>$350.00 (goals worth up to $1,500 in incentive)</td>
</tr>
<tr>
<td>8-10 District Targets Met</td>
<td>$200.00 (pay)</td>
</tr>
<tr>
<td>Less than 8 District Targets Met</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Support Staff

<table>
<thead>
<tr>
<th>DISTRICT TARGETS</th>
<th>WORK GROUP TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16 District Targets Met</td>
<td>$500.00 (8-10 WG Targets Met $500.00)</td>
</tr>
<tr>
<td>11-13 District Targets Met</td>
<td>$350.00 (6-7 WG Targets Met $350.00)</td>
</tr>
<tr>
<td>8-10 District Targets Met</td>
<td>$200.00 (5 WG Targets Met $200.00)</td>
</tr>
<tr>
<td>Less than 8 District Targets Met</td>
<td>$0.00 (Less than 5 WG Targets Met $0.00)</td>
</tr>
</tbody>
</table>

Professional Staff

<table>
<thead>
<tr>
<th>DISTRICT TARGETS</th>
<th>WORK GROUP TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16 District Targets Met</td>
<td>$750.00 (8-10 WG Targets Met $750.00)</td>
</tr>
<tr>
<td>11-13 District Targets Met</td>
<td>$500.00 (6-7 WG Targets Met $500.00)</td>
</tr>
<tr>
<td>8-10 District Targets Met</td>
<td>$350.00 (5 WG Targets Met $350.00)</td>
</tr>
<tr>
<td>Less than 8 District Targets Met</td>
<td>$0.00 (Less than 5 WG Targets Met $0.00)</td>
</tr>
</tbody>
</table>

Staff members at GCTC are rewarded for excellence in several ways. This system rewards achievement for work in specific areas, but also promotes achievement for the school-wide performance. Staff members are recognized internally by awards for Certified Instructor of the Year, Non-Certified Teacher of the Year, Adult Program Personnel, and Support Employee of the Year. GCTC staff that are members of the Oklahoma Association of Career and Technical Education (OKACTE) are eligible for state, regional, and national recognition for Teacher, Educator, Outstanding New Teacher, New Professional, Support Staff, Outstanding Teacher in Community Service, Kaleidoscope Award, Arch Alexander Award, Francis Tuttle Career Excellence Award, Outstanding Board Member Award, Distinguished Achievement, and Outstanding Communications and Marketing Award. Staff can also be recognized by the school’s performance in the Gold Star Award and by the success of students competing in state and national competitions.

The workforce is also encouraged to actively participate in district committees and those committee assignments are designed to give input on specific district functions and to provide input to the strategic planning process.
Describe how members of your workforce, including leaders, are developed to achieve high performance.

Educators instructing in full-time career majors are required to be certified by ODCTE and most complete annual professional development to maintain certifications. Administrators must also be certified and are encouraged to participate in community leadership activities such as Chamber of Commerce and civic clubs to create a strong community partnership between GCTC and community leaders. GCTC benefits from training and professional development from ODCTE and OKACTE. All employees are required to have a minimum of 18 hours of professional development throughout the year.

Describe how you assess workforce engagement and use the results to achieve higher performance.

The effectiveness of GCTC’s workforce engagement is assessed by:
1. Departmental and program performance measures,
2. Employee satisfaction survey feedback,
3. Annual staff evaluations based on job description requirements, and
4. Staff participation rates in district committees.

The department and program performance measures, employee satisfaction survey feedback, and staff participation in district committees become inputs to GCTC’s strategic planning process. See Figure 2.1a.

In GCTC’s latest Staff Satisfaction Survey from FY 2010 three questions related to workforce engagement:

1. I feel completely free to express my views to my immediate supervisor. 85% agreed while only 15% disagreed with the statement.
2. GCTC’s top leaders share information about the organization with staff. 85% agreed while only 15% disagreed with the statement.
3. The organization provides opportunities for my input through means such as committees, etc.. 96% agreed while only 4% disagreed with the statement.
5.2 Workforce Environment: How do you build an effective and supportive workforce environment?

Describe how your organization manages workforce capability and capacity to accomplish the work of the organization.

Each position at GCTC has a job description that details the requirements of the job, including educational and/or certification requirements, skills, and/or experience as appropriate. Job descriptions are approved by the board of education and reviewed periodically. Job descriptions are reviewed during the formal evaluation process to make sure the job requirements are current with customer and organizational needs.

GCTC’s organizational structure (see Figure 2.2) is reviewed periodically to ensure staff is best assigned to meet customer needs. Revisions are made to the organizational structure and to individual job descriptions to best meet the needs of customers and to ensure all staff better understand their role in the organization.

Describe how your organization maintains a safe, secure, and supportive work climate.

GCTC is committed to providing a safe and healthful workplace. Our staff enjoys a well-lit, clean, and environmentally safe workplace. Periodic safety audits are conducted campus wide in an attempt to be proactive in identifying potential hazards for employees, students, and visitors.

Additional emphasis is placed on employee health and wellness are the school’s strategic plan calls for the school to conduct two or more personal wellness initiatives for staff throughout the year. Past personal wellness initiatives include a Stroke Prevention screening, smoking cessation workshops, weight loss contest, tips on better diet, and exercise programs.

GCTC staff have regularly participated in community service projects like Habitat for Humanity, Coats for Kids, United Way, and assistance to partner schools with special projects. These projects promote personal growth of the staff and add value to the communities we serve.

The Sunshine Committee is a long-standing committee that focuses on supplementing a supportive work climate. The Sunshine Committee recognizes employees for years of service and birthdays. The committee also coordinates support in times of illnesses and family crises.

Other employee benefits include:
- Annual, Personal, Sick, and Bereavement Leave
- Sick leave bank
- Health and Life Insurance
- Tuition Assistance
Category 6 - Process Management

6.1 Work Systems: How do you design your work systems?
Describe how your organization designs its work systems and determines its key processes to deliver student and stakeholder value, maximize student learning and success, prepare for potential emergencies, and achieve organizational success and sustainability.

Program Process Design

1. Input from advisory committees, business contacts, planning, and local economic trends
2. Research and identify program needs: curriculum, equipment, space, instruction, cost-benefit analysis, etc.
3. Design Program, allocate resources, hire instructor, identify outcomes, set goals
4. Recruit and enroll into program/class
5. Measure results and evaluate outcomes

Decision to provide training or pursue other options.

Outcomes NOT met
Modify & re-design solution
Outcomes met
Record and validate results

GO
NO

Figure 6.1

Core work processes for GCTC focus on meeting the needs of our customers—high school students, adult students, business clients, and the public that uses our facilities. Programs are designed to meet customer expectations by getting input identifying needs, allocating resources, hiring instructors, recruiting and enrolling students, measuring results and outcomes, and meeting continuous improvements to better meet customer needs.

(See Figure 6.1)

Although delivering educational products to students and customers is our key process, GCTC has a responsibility to have systems in place to address natural disasters and other emergencies. To ensure the safety and well-being of all who visit or work at GCTC, our campus is clearly labeled indicating safety procedures for fire and severe weather. GCTC conducts at least four fire drills each year and sounds the severe weather tone at least once a year. In addition, each administrative and instructional area of the campus is issued a Crisis Management Guide with emergency phone numbers, emergency procedures, after hours emergency procedures, fire evacuation procedures, domestic threats procedures, crisis team members, accident/serious injury/illness procedures, tornado procedures, unwanted intruder procedure, general responsibilities for staff, and bomb threat procedures.
6.2 Work Process: How do you design, manage and improve your key organizational work processes?

Describe how your organization designs, implements, manages, and improves its key work processes to deliver student and stakeholder value and achieve organizational success and sustainability.

Key organizational work processes at GCTC are evaluated at least annually to ensure effectiveness of outcomes, student/customer satisfaction, and cost efficiency of programs. Key outcomes are identified by the leadership team during the annual update of Strategic Objectives and District Targets by looking at input from past year’s performance, advisory committee input, state benchmarks, and program capacity. The measures of success in the strategic targets are used in managing and evaluating programs. GCTC’s philosophy is that all programs can be improved, so the annual program review is used to update target information and make improvements to instructional programs. Instructional programs and products that cannot be improved or modified to satisfactorily meet customer needs are eliminated and resources are reallocated to new programs that better meet the needs of the district.
7.1 Student Learning Outcomes: What are your student learning results?

Summarize your organization’s key student learning results. Segment your results by student and market segments, as appropriate. Include appropriate comparative data relative to competitors and to comparable organizations and student populations.

Key learning results for full-time career majors includes: positive placement of completers, wage rate, and WorkKeys certification. Figure 7.1a shows the average wage rate of completers. The District targets a minimum of $12.60 per hour for career major completers. Figure 7.1b shows how completers did on the WorkKeys assessment.

WorkKeys is a test given to career major completers to help certify their work readiness. Students are tested in applied mathematics, reading for information, and locating information. Each assessment tells a future employer the student’s abilities in these areas on a six tiered scale (not grade level) with six being the most proficient. To achieve Gold a student must score 5 or higher on each level, silver requires 4 or higher on each level, and bronze requires 3 or higher on each level. For example, the characteristics of level 3 would mean the tester could solve problems requiring a single type of operation (addition, subtraction, multiplication, and division) using whole numbers. A level 5 would require the tester to show ability to calculate using mixed units of measurement in a formula.

Key learning results for short-term adult classes includes: student satisfaction on post-training evaluation and certification pass rates. Figure 7.2e shows the results of post course evaluations. Figure 7.1c show the pass rate of students in short-term adult classes who took third-party certification test.
7.2 Customer-Focused Outcomes: What are your student- and stakeholder-focused performance results?

Summarize your organization’s key student- and stakeholder-focused results for student and stakeholder satisfaction, dissatisfaction, and engagement. Segment your results by educational program, offering, and service features and by student, stakeholder, and market segments, as appropriate. Include appropriate comparative data.

Placement of full-time career major completers is an important performance result. GCTC tracks completers with follow up reports and considers military service, employment, or continuing education as a positive placement. Figure 7.2a shows the placement categories of completers in FY 09. Figure 7.2b shows the Positive Placement Rate of completers of FY 09. Figure 7.2c and 7.2d show a comparison with the six technology centers that border GCTC for FY 2008, which is the latest comparative data.

**Placement of Completers FY 09**

![Placement of Completers FY 09](image)

**Positive Placement Rate for FY 09**

![Positive Placement Rate for FY 09](image)
Students enrolled in short-term adult classes are learning specific skills. Since most short-term students are already in the workforce, GCTC measures their success with post-course evaluations. Figure 7.2e shows the results of past surveys short-term adult classes. Over the past four semesters, students have rated the goals met at 4.725 out of a possible 5.
7.3 Budgetary, Financial and Market Outcomes: What are your budgetary, financial and market performance results?

Summarize your organization’s key budgetary, financial and marketplace performance results by student segments, stakeholder groups, or market segments, as appropriate. Include appropriate comparative data.

GCTC receives operating revenue from three primary sources: local ad valorem taxes, state funding, and federal funding. Total operating revenue for FY 2008 was $13,672,827. One of the GCTC’s strategic targets of “Good Stewardship—Performing efficient, ethical, and fiscally responsible management of resource,” states that the school’s goal is for the percentage of general fund budget spent on direct classroom support meets or exceeds 62% of the budget. For FY 2008 GCTC spent 64.8% of its budget on Classroom Activity & Instructional Support. The state average was 63.5%. Figure 7.3.a and 7.3.b show a comparison between GCTC and six of its bordering technology centers.

**Figure 7.3.a**

**Budget Expenditures as a % of Total Budget**

**Figure 7.3.b**
7.4 Workforce-Focused Outcomes: What are your workforce-focused performance results?

Summarize your organization’s key workforce-focused results for workforce engagement and for your workforce environment. Segment your results to address the diversity of your workforce and to address your workforce groups and segments as appropriate. Include appropriate comparative data.

GCTC’s workforce performance results involve enrollment in training programs. Figure 7.4a shows FTE enrollments for GCTC. Figure 7.4b shows total enrollments compared with the six technology centers that border GCTC. Figure 7.4c shows enrollment in Full-time career majors compared with the six technology centers that border GCTC. Figure 7.4d shows enrollments in Short-term training compared with the six technology centers that border GCTC.

Figure 7.4.a shows FTE enrollments for GCTC. Figure 7.4.b shows total enrollments compared with the six technology centers that border GCTC. Figure 7.4.c shows enrollment in Full-time career majors compared with the six technology centers that border GCTC. Figure 7.4.d shows enrollments in Short-term training compared with the six technology centers that border GCTC.

Figure 7.4.e shows results from a staff survey regarding workforce involvement.
7.5 Process Effectiveness Outcomes: What are your process effectiveness results?

Summarize your organization’s key operational performance results that contribute to opportunities for enhanced student learning and to the improvement of organizational effectiveness, including your organizations readiness for emergencies. Segment your results by programs and offerings, by student and market segments; and by processes and locations, as appropriate. Include appropriate comparative data.

Process effectiveness is measured by student outcomes. Each career major tracks student success after they leave the school. Figure 7.5a shows placement by category in each career pathway. Figure 7.5b shows certification and wage data by career pathway.

**Figure 7.5a PLACEMENT BY CAREER PATHWAY**

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>Military</th>
<th>Employed Related</th>
<th>Employed Non-related</th>
<th>Continuing Education</th>
<th>Unemployed</th>
<th>Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE AVERAGE</strong></td>
<td>2%</td>
<td>44%</td>
<td>6%</td>
<td>41%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Plant and Soil Science</td>
<td>0%</td>
<td>44%</td>
<td>0%</td>
<td>11%</td>
<td>44%</td>
<td>0%</td>
</tr>
<tr>
<td>Construction</td>
<td>19%</td>
<td>48%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Design/Pre Construction</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Maintenance Operations</td>
<td>18%</td>
<td>50%</td>
<td>0%</td>
<td>23%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Printing Technology</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4%</td>
<td>21%</td>
<td>4%</td>
<td>71%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Administrative &amp; Information Support</td>
<td>0%</td>
<td>34%</td>
<td>0%</td>
<td>61%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Therapeutic Service</td>
<td>2%</td>
<td>70%</td>
<td>0%</td>
<td>23%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Early Childhood Development</td>
<td>8%</td>
<td>50%</td>
<td>17%</td>
<td>17%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Interactive Media</td>
<td>8%</td>
<td>23%</td>
<td>8%</td>
<td>62%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Network Systems</td>
<td>0%</td>
<td>11%</td>
<td>11%</td>
<td>67%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Production</td>
<td>0%</td>
<td>50%</td>
<td>17%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Welding</td>
<td>11%</td>
<td>78%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>97%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Aerospace Maintenance</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Automotive Collision</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Diesel Repair</td>
<td>0%</td>
<td>89%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6%</strong></td>
<td><strong>47%</strong></td>
<td><strong>3%</strong></td>
<td><strong>42%</strong></td>
<td><strong>3%</strong></td>
<td><strong>1%</strong></td>
</tr>
</tbody>
</table>
### Figure 7.5b CERTIFICATIONS AND WAGE DATA BY CAREER PATHWAY

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th># of Students Receiving Cert.</th>
<th># of Students Not Receiving Cert.</th>
<th>Certification Percent Rate</th>
<th>Average Wage</th>
<th>High Wage</th>
<th>Low Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant and Soil Science</td>
<td>0</td>
<td>17</td>
<td>0%</td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
</tr>
<tr>
<td>Construction</td>
<td>34</td>
<td>0</td>
<td>100%</td>
<td>$10.82</td>
<td>$15</td>
<td>$9</td>
</tr>
<tr>
<td>Design/Pre Construction</td>
<td>6</td>
<td>0</td>
<td>100%</td>
<td>$13.50</td>
<td>$13.50</td>
<td>$13.50</td>
</tr>
<tr>
<td>Maintenance Operations</td>
<td>14</td>
<td>27</td>
<td>34%</td>
<td>$11.04</td>
<td>$18</td>
<td>$7.50</td>
</tr>
<tr>
<td>Printing Technology</td>
<td>4</td>
<td>0</td>
<td>100%</td>
<td>No Report</td>
<td>No Report</td>
<td>No Report</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>23</td>
<td>1</td>
<td>96%</td>
<td>$24.70</td>
<td>$50</td>
<td>$7.50</td>
</tr>
<tr>
<td>Administrative &amp; Information Support</td>
<td>63</td>
<td>2</td>
<td>97%</td>
<td>$9.54</td>
<td>$14.38</td>
<td>$7</td>
</tr>
<tr>
<td>Therapeutic Service</td>
<td>53</td>
<td>19</td>
<td>74%</td>
<td>$11.49</td>
<td>$16.75</td>
<td>$7.55</td>
</tr>
<tr>
<td>Early Childhood Development</td>
<td>22</td>
<td>0</td>
<td>100%</td>
<td>$8.12</td>
<td>$9.23</td>
<td>$7.25</td>
</tr>
<tr>
<td>Interactive Media</td>
<td>0</td>
<td>30</td>
<td>0%</td>
<td>$13.50</td>
<td>$15</td>
<td>$12</td>
</tr>
<tr>
<td>Network Systems</td>
<td>18</td>
<td>1</td>
<td>95%</td>
<td>$14</td>
<td>$14</td>
<td>$14</td>
</tr>
<tr>
<td>Production</td>
<td>30</td>
<td>0</td>
<td>100%</td>
<td>$11.86</td>
<td>$18.50</td>
<td>$8.50</td>
</tr>
<tr>
<td>Welding</td>
<td>20</td>
<td>1</td>
<td>95%</td>
<td>$11.78</td>
<td>$12.50</td>
<td>$10</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>0</td>
<td>67</td>
<td>0%</td>
<td>No Report</td>
<td>No Report</td>
<td>No Report</td>
</tr>
<tr>
<td>Aerospace Maintenance</td>
<td>45</td>
<td>15</td>
<td>75%</td>
<td>$22.10</td>
<td>$31.45</td>
<td>$16.50</td>
</tr>
<tr>
<td>Automotive Collision</td>
<td>16</td>
<td>2</td>
<td>89%</td>
<td>$12.50</td>
<td>$15.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>42</td>
<td>1</td>
<td>98%</td>
<td>$10.74</td>
<td>$19.00</td>
<td>$8.00</td>
</tr>
<tr>
<td>Diesel Repair</td>
<td>34</td>
<td>7</td>
<td>83%</td>
<td>$13.25</td>
<td>$20</td>
<td>$9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>425</strong></td>
<td><strong>190</strong></td>
<td><strong>69%</strong></td>
<td><strong>$13.03</strong></td>
<td><strong>$50</strong></td>
<td><strong>$7</strong></td>
</tr>
</tbody>
</table>

Short-term certification pass rates are found in Figure 7.1c

Figure 7.5c shows cumulative results from the Staff Satisfaction Survey taken in FY 09. Staff members are asked a series of questions and the total of each category is averaged on a scale from 1 being low to 5 being high.

Figure 7.5d shows cumulative results from the External Customer Survey taken in FY 09 on a scale from 1 being low to 5 being high.
Figure 7.5c

Gordon Cooper Technology Center
FY09 District Targets
(FY09 Final Staff Satisfaction Surveys)

Figure 7.5d

Gordon Cooper Technology Center
FY09 District Targets
(FY09 Final External Customer Surveys)
7.6 Leadership Outcomes: What are your leadership results?

Summarize your organization’s key governance and senior leadership results, including evidence of strategic plan accomplishments, fiscal accountability, legal compliance, ethical behavior, societal responsibility, and support of key communities. Segment your results by work units, as appropriate. Include appropriate comparative data.

GCTC accomplishes strategic goals by setting and measuring targets for each year. The latest cycle of targets and measurements was for the FY 09 or 2008-2009 school year. **Figure 7.6.a Strategic Objectives and Targets 2008-2009**

<table>
<thead>
<tr>
<th>Target</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXTERNAL EXCELLENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Achieve a quarterly student enrollment FTE of 1,200 (FT Programs &amp; AT&amp;D)</td>
<td><strong>Met.</strong> Final enrollment was 1,323 FTE</td>
</tr>
<tr>
<td>Make at least 375 Business and Industry Contacts</td>
<td><strong>Met.</strong> 607 contacts recorded</td>
</tr>
<tr>
<td>Achieve a secondary student service rate of 23%</td>
<td><strong>Not Met.</strong> Secondary service rate was 20%</td>
</tr>
<tr>
<td>The Average Wage of a Gordon Cooper Technology Center graduate meets or exceeds $12.60 per hour.</td>
<td><strong>Met.</strong> Average wage was $12.63 per hour</td>
</tr>
<tr>
<td>The Positive Placement rate of Gordon Cooper Technology Center graduates meets or exceeds 94%</td>
<td><strong>Met.</strong> Positive placement rate was 94.1%</td>
</tr>
<tr>
<td>Achieve a graduate licensure and/or certification rate of 90% or higher</td>
<td><strong>Met.</strong> Licensure and/or certification rate was 98.41%</td>
</tr>
<tr>
<td>Achieve a 3.5 rating or higher on customer satisfaction survey (AT&amp;D, Full-Time Programs, Operations, Food Services, IT, Finance)</td>
<td><strong>Met.</strong> Satisfaction rate was 4.175</td>
</tr>
<tr>
<td><strong>GOOD STEWARDSHIP</strong></td>
<td></td>
</tr>
<tr>
<td>90% of Full-Time programs at 90% of capacity or higher</td>
<td><strong>Not Met.</strong> Only 42% of programs were at 90% capacity or better.</td>
</tr>
<tr>
<td>The percentage of the total general fund budget spent on direct classroom instruction shall meet or exceed 61%</td>
<td><strong>Met.</strong> 65% of total general fund budget spent on direct classroom instruction.</td>
</tr>
<tr>
<td>Decrease utility consumption by 1% over FY08</td>
<td><strong>Met.</strong> Decreased utility consumption by 1%</td>
</tr>
<tr>
<td>Total Business and Industry Services enrollment of 14,000 or more.</td>
<td><strong>Met.</strong> BIS enrollments totaled 15,386</td>
</tr>
<tr>
<td><strong>INTERNAL EXCELLENCE</strong></td>
<td></td>
</tr>
<tr>
<td>100% of staff shall meet professional development goals</td>
<td><strong>Met.</strong> 100% met professional development goal.</td>
</tr>
<tr>
<td>70% of staff actively involved in district committees</td>
<td><strong>Met.</strong> Over 70% of staff was involved in district committees</td>
</tr>
<tr>
<td>Achieve a 3.5 rating or higher on employee satisfaction surveys (AT&amp;D, Full-Time Programs, Operations, IT, HR, Finance)</td>
<td><strong>Met.</strong> Satisfaction survey was 4.129</td>
</tr>
</tbody>
</table>

GCTC is audited annually by a third party looking at financial transactions and management. GCTC has had no material weaknesses or audit exceptions in the past five years of operation. In addition, GCTC undergoes a five-year evaluation process by the ODCTE to achieve accreditation through North Central Commission on Accreditation and School Improvement, which supplies a thorough audit of compliance to legal requirements and ethical issues.
Senior leadership is heavily involved in community activities in the district. Some of the organizations which the school has supported through involvement include Chambers of Commerce from Shawnee, Tecumseh, McLoud, Chandler, Meeker, Prague, Seminole, Boley, and Wewoka. Other organizations with which leaders are involved include Shawnee Economic Development Foundation, Gateway to Prevention, Salvation Army, Youth and Family Services, Seminole Economic Development Foundation, the United Way, Habitat for Humanity, Pioneer Library, and other community-based groups.
**Key Organizational Learning**

**Instructions:** *Use this matrix to record your own findings after completing the previous sections.*

**Category 1 – Leadership**

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• GCTC is well equipped for sustainability and inputting customer needs into action because of its governance system with a board of education, which provides a depth of leadership and the flexibility of local control.</td>
</tr>
<tr>
<td>• GCTC’s senior leaders have implemented several concrete performance measurements to help guide the organization in the past several years through the strategic planning process and the establishment of measurable district targets for each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities for Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leadership needs to go beyond employee involvement to engaging workforce in more cohesive program results.</td>
</tr>
<tr>
<td>• Although GCTC has many inputs from internal and external customers, we can improve on sharing that information with the entire staff.</td>
</tr>
<tr>
<td>• GCTC needs better involvement between leadership and front line staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Challenges &amp; Gaps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leaders tend to spend more time managing short-term projects than managing strategic objectives.</td>
</tr>
<tr>
<td>• Leaders need to invest in updating important controlling leadership documents like the Policy and Procedures, Student Handbook, and Quality Manual instead of try to give verbal directives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Short Term Action Steps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compile committee minutes into a usable report for planning committee use.</td>
</tr>
<tr>
<td>• Update Policy and Procedures to better match strategic directives</td>
</tr>
<tr>
<td>• Have more personal communication between staff and senior leaders by hosting lunch meetings with small groups of employees.</td>
</tr>
</tbody>
</table>

**Category 2 – Strategic Planning**

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• GCTC gets significant input from many and various stakeholders in setting its strategic plan.</td>
</tr>
<tr>
<td>• GCTC uses a short-term objects and measurements to create actions that lead it to strategic goals.</td>
</tr>
<tr>
<td>• GCTC uses a large group to generate ideas and smaller groups to formulate action plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities for Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• GCTC gathers more input than it uses in the strategic planning process.</td>
</tr>
<tr>
<td>• GCTC needs to focus more on selecting the right measures of success.</td>
</tr>
<tr>
<td>• GCTC strategic planning process needs to be better understood by all employees and stakeholders.</td>
</tr>
</tbody>
</table>
Challenges & Gaps

- GCTC measures many aspects of its educational programs, but needs to spend more time analyzing if the measures selected are moving toward strategic objectives.
- Some employees and stakeholders don’t understand how they are contributing to the strategic planning process.

Short Term Action Steps

- Be more systematic in collecting and using inputs from internal committees in the strategic planning process.
- Be more systematic in getting consistent inputs from advisory committees.

Category 3 – Customer Focus.

Strengths

- GCTC has begun the journey of understanding the importance of meeting customer needs.
- Interface often with customers through the recruitment and enrollment process and through community and business contacts.
- GCTC has ability to deliver specialized training in new and innovative areas.

Opportunities for Improvement

- GCTC could better facilitate integration of business customers with student and prospective employees.
- Need to improve marketing plan to improve information about programs to potential business clients and potential students.

Challenges & Gaps

- GCTC engages potential students through full-time career major student recruitment and interacts with business clients through short-term adult classes, but there isn’t a smooth interface of information between the two customer groups.
- GCTC serves a wide variety of students from high school and adult students looking for a career, to adults already in the workforce. This wide variety of student groups causes challenges in meeting their differing needs.

Short Term Action Steps

- Better focus on identifying customer needs in the different customer segments.
- Better document GCTC’s enrollment process.

Category 4 – Measurement, Analysis & Knowledge Management

Strengths

- Amount of data collected on full-time career major completers
- Measurement, Analysis, and Knowledge Management required by ODCTE
- Measurements used in setting district targets for the year

Opportunities for Improvement

- GCTC needs to continually question if we are collecting the right measurements.
- GCTC’s focus on placement and retention may be outdated, particularly in regards to secondary students. We may need to redefine performance measures to show more academic improvement, retention in the educational process, and ability to continue training options.
**Challenges & Gaps**
- Some of the data collected is self-reported and may not be as reliable as it needs to be.
- We are adequate at collecting measurements to describe what’s happening, but weaker at collecting data about the outcomes or results.
- GCTC collects a lot of survey information, but those inputs are not always communicated throughout the organization.

**Short Term Action Steps**
- Re-evaluate performance measures through strategic planning process
- Develop a better system to compile data for analysis and planning.

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**Category 5 – Workforce Focus.**

**Strengths**
- Logical organizational structure focused on customers.
- District targets provide important workforce motivation through incentives.
- Certification criteria assures a base level of expertise.

**Opportunities for Improvement**
- Getting workforce more involved with district goals versus program goals.
- Inject more innovation into some existing work areas.
- Create a better defined mission.

**Challenges & Gaps**
- Different departments working with different customer groups prevents some cohesion.
- Workforce is mature, meaning momentum to the status quo versus innovative programs.

**Short Term Action Steps**
- Take another look at the school’s mission statement to see if we can better define our purpose.
- Look for opportunities to reward and recognize innovation.
- Create more lines of communication between departments.

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**Category 6 – Process Management**

**Strengths**
- District Policy and Administrative Regulations Manual provides a documented process for most key functions.
- The Student Handbook provides documented processes and a communication tool to explain student responsibly in the educational process.
- Good support from accrediting agencies like ODCTE and North Central to assure legal and ethical processes.

**Opportunities for Improvement**
- Need to better document many key processes like enrollment and student recruiting.
- Need to spend more administrative time reviewing and updating District Policy and Administrative Regulations and the GCTC Quality Manual.
### Challenges & Gaps
- Our motto says, “Excellence in everything we do,” but excellence is not always well defined.
- GCTC tends to look at processes in isolation instead of a broader system-wide approach.

### Short Term Action Steps
- Continue to develop and update our Quality Manuel
- Document key processes in all departments and work areas.

### Category 7 – Results

#### Strengths
- Quantity of collected data.
- Easily attainable benchmarks in many areas.
- The annual district targets that are published and measured each year.

#### Opportunities for Improvement
- Better determine if we are truly measuring the right things instead of the easy things.
- Understand that targets and measurements will create actions and GCTC needs to look at the big picture to make sure measurements are causing the right actions.

#### Challenges & Gaps
- GCTC measures so many areas that it is difficult to pull all the inputs into a concise, understandable result for all stakeholders.
- GCTC has a tendency to treat all measurements with the same weight without establishing that some measures are more critical than others.
- Since GCTC is not a for-profit enterprise, it must establish concrete measures of success to replace the typical profit or loss statement.

#### Short Term Action Steps
- Analyze current measures to make sure they are relevant.
- Try to prioritize measurements and results to ensure all staff knows what the most important indicators of success are.
- Continue to push district targets from the organizational level, to the workgroup areas, down to the individual’s performance appraisal.

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How Many hours did it take to complete the application? 52 hours